Standard Application System (SAS)

COPY

2014–2017 Texas Title I Priority Schools, Cycle 3		
Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	2014 MAY 20 AM 10:33
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name San Antonio Technology Academy	Vendor ID # 17427382548	Mailing address line 1	
Mailing address line 2 2507 Fredericksburg Rd.	City San Antonio	State TX.	ZIP Code 78201

County-District # 015823	Campus number and name San Antonio Technology Academy	ESC Region # 20	US Congressional District # 20	DUNS # 942149428

Primary Contact

First name Henry	M.I.	Last name Egeolu	Title Superintendent
Telephone # (210) 527-9250		Email address hegeolue@yahoo.com	FAX # (210) 225-7282

Secondary Contact

First name Earl	M.I.	Last name Costley	Title Principal
Telephone # (210) 527-9250		Email address costleye@yahoo.com	FAX # (210) 225-7282

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Henry	M.I.	Last name Egeolu	Title Superintendent
Telephone # (210) 527-9250		Email address costleye@yahoo.com	FAX # (210) 225-7282
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-14-109-024

Schedule #1—General Information

County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	 1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     2. Are designed and developed with teacher and principal involvement;
	   (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	   (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	   (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	    (A) Establish schedules and strategies that provide increased learning time; and
	    (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TECHS (Transforming Education into College High School) was created by **San Antonio Technology Academy** (SATA), currently a San Antonio High School campus that will soon expand to K-12 in the coming years ensuring that the TTIPS strategies will help the charter launch in the improved corrective measures to meet AYP. **TECHS** will implement the **transformation model** to meet the required Texas Title I Priority Schools (TTIPS) grant requirements to transform into a College Completion High School with A full service community engagements for all Students. **TECHS** will place life value on the educational attainment of a college and career diploma in order to hand walk students out of generational poverty and welfare dependency by immersing an entire community into the TTIPS formula. **TECHS** will train the parents towards ultimate responsibility for a higher education. SATA also ensures TEA that specific gaps and weaknesses of the campus are addressed to include the academic performance and graduate deficiencies with both Career and College Attainment as indicated on **Table 1**. The new **TECHS** campus projects will bring high technology learning for core areas to assist in real career links to higher education that will lead to

Table 1: Project TECHS Transformation Strategy and Activities	Criterion
✓ **Sustainable elements** with parent, community and school funds will be coordinated with SATA resources and new grants. Extra duty pay and training of teachers will add more revenue to budgets with added grants and foundation support. Campus awards will be targeted	Sustain Grant
✓ **Leadership Development** will include engaged student, parent and business councils for campus development and community engagement through ongoing advisory councils.	Leaders
✓ **Credited college courses** will be utilized for dual, con-current and distance learning partnerships with local colleges. Technology practicums will be available for career development.	School Climate
✓ **Parent support** will include a Family Honor Code targeting Abraham Maslow's Transcendence need for higher needs like Community Service Learning and Positive Behavioral Interventions	Parents
✓ **Comprehensive mentoring** will be provided with teachers, college students, alumni graduates and model SATA students to enhance a College Completion School Climate	School Climate
✓ **After school services** for technology, wellness, mentoring, tutoring, fine arts, chess and sports will enhance and extend learning time for a safe After School TECHS Club and Café	Extend Learning
✓ **District-wide cultural and collegiate tours** to local, state and national campuses will be provided as well as cultural enhancements visits to museums and career field visits.	School Climate
✓ **Community cloud** for a wide range of family resources, videos, e-books and bilingual education to customize home learning for every student using actual teacher lessons and resources from class.	Academics
✓ **One-to-one technology** solutions for synced school to home learning bypassing the need for internet connection while allowing teachers to organize assessments and lessons with standardized TEKS.	Teachers
✓ **Year round youth workforce** experience and job skills training will be offered for all students.	Instruction
✓ **Graduation Coaching** and mentoring for college financing and support to include graduation incentives	Graduation
✓ **College preparation** and completion will be provided for all parents at monthly training workshops.	Parents
✓ **Summer camps** will be provided with bridge programs at local colleges to enhance Early College High School (ECHS) credits and increase student matriculation.	College Readiness
✓ **Mentoring System** will include College Outreach support and college mentors to include designated work-study students targeting a centralized SATA Go Center and 90% college matriculation.	Mentors
✓ **Master Educators** that are well trained in poverty, parent engagement, mentoring and role modeling	Teachers
✓ **Year round tutoring** to include after school, summer and late night hours to include online chalkboards	Tutors
✓ **Community Service** projects for campus edifications, community cleanup, parks and business support	Climate
✓ **Adult courses** to include ESL, GED, Computers, Parenting, and Wellness for entire campus community	Parents

successful income earning and targeted jobs. SATA serves 80% At Risk Students, 93% economically disadvantaged, 96% Hispanic students and is identified as a Needs Improvement Charter District as the high school dropout rate (5.2%) is doubled the state's rate (2.4%) while **21%** are considered College Ready Graduates in both English Language Arts and Math as compared to state rate of **57%** for the Class of 2012 with only **63%** of students actually graduating from high school which is **24%** lower that the state's rate (87.7%).

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TECHS Goals and Objectives for TTIPS

1. **Leadership- Objectives**: Include financial incentives; Attend **Quality National Conferences** for turnaround schools; Attend ESC TTIPS workshops for both Instructional Leadership Development and Professional Development & Appraisal Systems; Provide Leadership Mentoring; Provide Distributed Leadership Training Workshops, Master Teacher Leadership Workshops. **Goal**: Develop Comprehensive Leader Professional Development Teams System.

2. **Academics- Objectives**: Increase graduation rates through credit and grade recovery programs with online acceleration modules, Use and integrate technology-based supports and interventions as part of the instructional program. Increase rigor by offering opportunities for students to enroll in advanced coursework. Create periodic reviews to ensure that the program has the intended impact on student achievement, new PD and TTIPS strategies with Master Teacher, ESC workshops, Core Coaches with added instructional aides in key classrooms to bolster higher scores with intensive teacher classroom modeling by Master Teacher and ADS external consultants. **Goal**: Raise all State Testing Standards to meet AYP inclusive of all special populations.

3. **Data to Drive Instruction- Objectives**: Disaggregate STAAR, TAKS, and TELPAS student data; Create district, campus, teacher, and individual student reports from state data; Generate heat maps to identify areas of concern and create tutorial groups for differentiated instruction; Identify specific sub-populations to customize state data into reports and information for planning and diagnostic purposes; Utilize data disaggregation to identify and implement an instructional to inform and differentiate instruction; Improve Teacher Technology Targets with STaR Chart; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve an Exemplary Rating in all 4 Required TEA Indices; Improve the use of Standardized Test Reviews; Improve Tutorials for At-Risk/Low Performing students with SBR SES tutoring. **Goal**: DMAC usage for all tests by all teachers with specific PD in critical core deficiency areas of instruction.

4. **Learning Time- Objectives**: Increase learning time ; Create community-oriented campus, Align with new after school program Target extended Learning Time with flexible schedules for Core Courses; Provide extra-curricular clubs with teacher extra duty pay; Provide before school and summer school computer lab; Provide community events to engage TTIPS academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology Coach; Provide Saturday cultural festivity events for parents and students. **Goal**: Provide adult and student after school services with ESL, GED, Technology, Parenting skills along with tutoring, enrichment and career practicum.

5. **Parent Community- Objectives**: Create parent, community and student councils to create the ownership necessary for a Turnaround School, Provide ongoing mechanisms for family and community engagement, Increase parent communication with technology and family education; Create STEMS CSL projects like Wind Technology, Ag, Solar and biology with SACC and UTSA. Increase Partnerships for TTIPS student incentives; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Create monthly TECHS Training for parents in College and Career Completion Strategies.

6. **School Climate- Objectives**: Implement a Mentoring Program (Positive Peer Pressure) to improve school climate and discipline, Hire a Graduation Coach for transitioning students into post secondary programs; Increase School Pride with new student clubs and motivational college tours; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Increase college mentors; Provide new College and Career Events; Provide community support with food, clothes and school supplies center. Track progress of college degree attainments and advertise graduates in newspapers. Create awards for all graduates. **Goal**: Increase College Readiness through motivation, readiness and high school credits along with parent trainings.

7. **Teacher Quality- Objectives**: Provide ongoing, high-quality, job-embedded professional development; SATA has double the state average for new teachers (18%) and teachers with less than 5 years of experience (41%) therefore **TECHS** will provide a Master Teacher comprehensive PD Services for all teachers to include special education and Para professionals; Increase online and onsite PD for immediate support & intervention with PD; Increase Technology Usage with new Cloud and Tablet Devices so that teachers can align all SATA curricula on a an interactive cloud for student usage. **Goal**: Increase Master Teachers by implementing a career growth process from Novice to Emeritus for teachers to advance in campus responsibility with 10 new Professional Development Teams.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015823	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$1,322,304	$ 133,035	$ 1,455,339	$ 0
Schedule #8	Professional and Contracted Services (6200)	6200	$ 693,120	$	$ 693,120	$ 0
Schedule #9	Supplies and Materials (6300)	6300	$ 190,320	$	$ 190,320	$ 0
Schedule #10	Other Operating Costs (6400)	6400	$ 130,224	$	$ 130,224	$ 0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$ 410,820	$	$ 410,820	$ 0
	Total direct costs:		$2,746,788	$		$ 0
	1.89% indirect costs (see note):		N/A	*$ 133,035		$0
Grand total of budgeted costs (add all entries in each column):			$2,746,788	$ 133,035	$2,879,823	$ 0

Administrative Cost Calculation

Enter the total grant amount requested:	$2,879,823
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 143,991

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$ 959,941	$ 959,941	$ 959,941	$2,879,823

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015823		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Instructional Coach ($ 55,456-Math and Science)	1		$ 166,368	$
2 Educational aide				$
3 College Coordinators (Part Time College Students)		4	$ 50,172	$
Program Management and Administration				
4 Project director ($24,429)	1	1	$73,287	$
5 Project coordinator ($60,150) Mid-management Certificate	1		$ 180,450	$
6 Teacher facilitator				$
7 Teacher supervisor				$
8 Secretary/administrative assistant ($18,724)	1		$ 56,172	$
9 Data entry clerk				$
10 Grant accountant/bookkeeper ($19,916)	1		$59,748	$
11 Evaluator/evaluation specialist				$
Auxiliary				
12 College and Career Facilitator ($32,350)	1		$ 97,050	$
13 Social worker				$
14 Adult Education Facilitator ($38,700)	1		$ 116,100	$
Other Employee Positions				
21 Technology Instructor ($38,100)	1		$ 114,300	$
22 Lab Assistants		2	$ 56,100	$
23 Title			$	$
24		Subtotal employee costs:	$969,747	$ 0
Substitute, Extra-Duty Pay, Benefits Costs				
25 6112 Substitute pay			$ 6,750	$
26 6119 Professional staff extra-duty pay (All teachers at 2 extra hrs daily)			$ 348,000	$
27 6121 Support staff extra-duty pay			$ 4,500	$
28 6140 Employee benefits (Includes all standard FICA, Medicare, SS @ 17%)			$126,342	$
29 61XX Tuition remission (IHEs only)			$ 0	$
30		Subtotal substitute, extra-duty, benefits costs	$ 485,592	$ 0
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		**$1,455,339**	$ 0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015823	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$ 0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$ 0	$0
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$ 0	$ 0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$ 0	$ 0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Master Teacher PD	☐ Yes, this is a subgrant

| 1 | Describe topic/purpose/service: Services and Supplies includes:
 • Master Teacher PD
 • Para Educator PD
 • Support Staff
 • Admin Ref Library
 • Full Campus Book Studies
 • On Site Workshops
 • Online PD
 Publications: Book Resources: Book Studies; On-Site Workshops, Modeling, and Coaching : Year One and Two; In House Research Based Workshops: to be delivered by campus principals and administrative staff.; Administrator's Reference Library : Books and Subscriptions per Campus (All books purchased the first year for building resource library. Year Two continue with NorthStar for principal.; DVD 's Administrator's Reference Library; Central Office: Superintendent's Reference Library ; Central Leader and Principals; Galileo for Superintendent's Year 1-2 |

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $8,000 per campus wide training (4 total, 1 per semester and 2 summer)	# of positions: 4-6	$ 218,325	$
Contractor's subgrants, subcontracts, subcontracted services		$	$

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		$	$
*	Contractor's supplies and materials:	$	$
	Contractor's other operating costs: Travel inclusive of National Trainers	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$ 218,325	$

	Specify topic/purpose/service: STEMS	☐ Yes, this is a subgrant	

Describe topic/purpose/service: Provide Specialized PD in Math and Science to include usage of classroom supplies packages so that teachers will utilize training from ordered products.

	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
2	Contractor's payroll costs: $649 pp (20 courses)	# of positions: varied	$ 19,470	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials: Provided		$	$
	Contractor's other operating costs: Local travel		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$ 19,470	$

	Specify topic/purpose/service: Regional Workshops	☐ Yes, this is a subgrant

Describe topic/purpose/service: STAAR Curriculum Workshops in Core Courses

(*Curriculum sample courses for planned for ESC 20 2015 workshops)

3		
	Tablets in the Elementary Classroom	19-MAY-15
	RtI & Explicit Instruction for Effective Teaching May 20, 2015	20-MAY-15
	Final Cut Pro X - May 2015	20-MAY-15
	Alamo Area Regional Science Leaders Meeting 5/21/15	21-MAY-15
	College Prep 1-Day Institute (5/21/2015)	21-MAY-15
	College Prep 1-Day Institute (5/22/2015)	22-MAY-15
	New Math TEKS for Grades 3rd - 5th May 27-28, 2015	27-MAY-15
	Final Cut Pro X - June 2015	02-JUN-15
	New Math TEKS for Grades K-2nd June 9-10, 2015	09-JUN-15
	GT Day 1-Nature & Needs of Gifted & Talented Student 6/9/15 @Somerset ISD	09-JUN-15
	Science Academies for Grades K-5: June 9-11, 2015	09-JUN-15
	GT Day 2 - Identification & Assessment of Gifted & Talented Students - @Somerset ISD	10-JUN-15
	GT Day 3 - Curriculum & Instruction for Gifted & Talented Students, 6/11/15 @Somerset ISD	11-JUN-15
	iPads for 21st Century Administrators: Steps for a Successful Implementation	11-JUN-15
	Dyslexia Intervention Program (DIP) Support Meeting	11-JUN-15
	Estrellita Pre-K Building Blocks, Assessment and Progress Monitoring 6/12/15	12-JUN-15
	GT Day 4 - Depth & Complexity for GT Students, 6/12/15 @So	12-JUN-15
	Estrellita K-1 Building Blocks, Assessment and Progress Monitoring 6/13/15	13-JUN-15
	GT Day 5 - Creativity in the Classroom, 6/13/15 @Somerset ISD	13-JUN-15
	Google-icious!	13-JUN-15
	GT Day 1-Nature & Needs of Gifted & Talented Student 6/16/15 @Southwest ISD	16-JUN-15
	GT Day 1-Nature & Needs of Gifted & Talented Student 6/16/15 @LaVernia ISD	16-JUN-15
	Digital Citizenship	16-JUN-15
	GT Day 2 - Identification & Assessment of Gifted & Talented Students - 6/17/15 @SWISD	17-JUN-15
	GT Day 2 - Identification & Assessment of Gifted & Talented Students - 6/17/15 @La Vernia ISD	17-JUN-15
	GT Day 3 - Curriculum & Instruction for Gifted & Talented Students, 6/18/15 @SWISD	18-JUN-15
	GT Day 3 - Curriculum & Instruction for Gifted & Talented Students, 6/18/15 @La Vernia	18-JUN-15
	New Math TEKS for Grades 3rd - 5th June 19-20, 2015	19-JUN-15
	GT Day 5 - Depth & Complexity for GT Students, 6/19/15 @SWISD	19-JUN-15
	GT Day 5 - Depth & Complexity for GT Students, 6/19/15 @La Vernia ISD	19-JUN-15

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Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $1,200/ day for 11 PD Sessions	# of positions: Varied	$ 39,600	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 39,600	$

4

Specify topic/purpose/service: SIRC   ☐ Yes, this is a subgrant

Describe topic/purpose/service: TTIPS Turnaround Interventions and Strategies; Conduct extensive training on Transformation Option; Provide in-depth training in systems, professional development and organization for campus staff; Support implementing positive behavior support systems; Assist in identifying teacher leaders and building the capacity to improve the quality of instruction; Help SATA establish data and evaluation systems to monitor progress toward Critical Success Factors, milestones, and performance targets; Facilitate principals/leaders to create networking opportunities for SATA; Support community outreach and involvement; Provide data and research to best utilize the extended instructional time; Conduct site visits to both the LEA and campus to support the Transformation process; Provide case management including site visits; Establish extended learning opportunities for SATA.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $ 250 daily	# of positions: As Per TEA Requirements	$ 45,000	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 45,000	$ 0

5

Specify topic/purpose/service: Brainfuse   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Tutoring services for low performing students (1,250 hours per year) Students receive one-to-one, guided instruction from carefully screened tutors; a user-friendly online classroom encourages participation and allows tutors and students to communicate in real time – whatever the student types or draws the tutor sees simultaneously; tutors identify skill gaps and other individual student needs through a pre-test; a preliminary learning plan is created; the individualized learning plan consisting of specific achievement goals and a timetable for their implementation; Progress reports are provided regularly and provide both test data and individualized comments from tutors. Services are year round and round the clock in science and math.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $25/hr.	# of positions: Online Tutors	$ 45,000	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: none		$	$
Contractor's other operating costs: none		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 45,000	$ 0

6

Specify topic/purpose/service: Teacher Development   ☐ Yes, this is a subgrant

Describe topic/purpose/service: To induct, retain and create Master teachers; mentors will be trained to employ Situational Mentoring; equip protégés with what the mentor knows; empower what protégés want to do and become; Mentees will be allowed to observe others teachers; follow-up self assessment report; transfer skills to the classroom; observations for all new and apprentice teachers.

Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	Pre-Award

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Contractor's payroll costs: $46,020	# of positions: 2	$ 46,020	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 46,020	$

7

Specify topic/purpose/service: Professional Team Development   ☐ Yes, this is a subgrant

Describe topic/purpose/service:
Services include:
- Weekly PT Support by Consultants
- Community Presentations
- Full Campus Online Data
- Teacher Leadership Development

PT Instructional Manuals for all schools
Teachers will be assigned to Professional Development Teams (PT) and given extra duty pay beyond classroom hours; PT will solve specific campus problems with Team assignments; utilize a Continuous Professional Development (CPD) model built upon the premise of ongoing instruction that will influence classroom practice; comprehensive and synced training; targets the major deficiencies in Campus Turnaround issues; Teams include Parent Engagement, College Readiness, Date Disaggregation, Community Support, Home Visits, Foundation grants, College Tours and Extended Learning with approved Campus Projects. PT will be part of teacher evaluations and observations.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $2,100 per day with Teacher Teams; 24 days /yr.	# of positions: 2	$ 151,200	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials: Provided		$	$
Contractor's other operating costs: Travel cost included in package		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 151,200	$

8

Specify topic/purpose/service: Principal Mentoring   ☐ Yes, this is a subgrant

Describe topic/purpose/service: Principal Development (Turn Around school specialist)

- ✓ Guidance and support during initiation
- ✓ Increase self-confidence
- ✓ Encouragement to take risks to achieve goals
- ✓ Opportunity to discuss professional issues with a veteran
- ✓ Promote networking
- ✓ Promote positive organizational climate
- ✓ Clarify roles and expectations
- ✓ Increase satisfaction and retention rates
- ✓ Suggest commitment and loyalty to employees
- ✓ Opportunity to strengthen knowledge and improve communications, teaching and coaching skills
- ✓ Greater collegiality among new and veteran professionals
- ✓ Satisfaction gained by helping newcomers to a field
- ✓ Enhance professional reputation for commitment

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $8,230 campus wide for 2 events	# of positions: 2	$ 49,380	$

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ᵥ	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials:	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$ 49,380	$

9	Specify topic/purpose/service: Parent Training	☐ Yes, this is a subgrant

Describe topic/purpose/service: The following topics will be provided to parents on a monthly and yearly basis for comprehensive College and Career Completion Training. Parents will be assigned to small group discussions and given homework to discuss with their kids.

1. Live Your Dreams!
2. Summer Learning-Do not waste it!
3. Great parents are the best inheritance!
4. Challenges create change!
5. Champion proof your kids!
6. Change breaks the chains of poverty!
7. A family map helps find success!
8. Smart work overrides hard work!
9. Integrity secures generations!
10. Kids are great copycats!
11. A great life is addictive!
12. What smart kids and families do.
13. Excellent educational resources for your home that are affordable.
14. The new technology cloud.
15. Creating positive peer pressure for kids.
16. Home schooling is essential specifically during breaks and summer.
17. Enrichment services available for your child.
18. Teaching your child responsibility and work skills
19. What makes kids stumble?
20. It takes two to make one solid kid-a Father's Mandate.
21. The value of things.
22. Guidance in a complex world.
23. Keeping five degrees from poverty!
24. Only good parenting is difficult!

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $1,225 per training (1 month for 10 months).	# of positions: 2	$ 36,750	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$ 36,750	$

10	Specify topic/purpose/service: **Technology Training**	☐ Yes, this is a subgrant

Describe topic/purpose/service: All teachers will be trained on submitting cloud lessons, populating campus cloud, and using the cloud for school to home lessons without the need for home internet. Teachers will learn to align lessons, videos, and homework for one to one devices. Teachers will earn to use apps, and tablets for classroom teaching. Teachers will be trained with Explore, Automate and Online Software.
Services include:
- Full campus training for all teachers
- Cloud/Server Purchase for SATA
- Building Cloud resources for each campus

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- Campus 1:1 projects resources for entire campus

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs: $1,500/ day for 3 summer trainings per year.	# of positions: 2	$ 40,500	$
Contractor's subgrants, subcontracts, subcontracted services		$	$
Contractor's supplies and materials:		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:		$ 40,500	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a. **Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b. **Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c. **Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d. **Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
(Sum of lines a, b, c, and d) 3-Year Grand total		**$ 693,120**	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015823	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1				$		
	2				$		
	3				$	$	$
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$0	$

Remaining 6300—Supplies and materials that do not require specific approval:
Teaching supplies for new extended learning 10 @ $1,935 for each teacher yearly, Curriculum and Instruction supplies for Economically Disadvantaged students @ $5,545/yr., Marketing (Brochures/Newsletters/Postage) @ $1,250/yr. for .44 per mailer, Printer Toner/paper/cartridges @ $2,890/yr., Character Education Videos/books @ $345/teacher for $3,450/yr., Curriculum and e-books @ $4,380, (All consumable yearly supplies less than $500 per unit)

(Sample HS Physics Classroom Supplies)

Item	Qty		Unit Cost	Grant Amount Budgeted	Pre-Award
Physics Workshop Bundle	6	$	850.00		
Economy Air Track w/ air source	6	$	498.00		
Go Motion Sensor	6	$	109.00		
Air Powered Projectile Classroom Set	1	$	489.00		
Digital Strobe	1	$	349.00		
Complete Push Pull Spring Scale Set	6	$	59.00		
Constant Velocity Cars	12	$	8.50		
Human Dynamics Cart	1	$	159.00		
Vertical Acceleration Demonstrator	1	$	24.00		
Force Table	6	$	185.00	$ 190,320	$
Velocity Radar Gun	1	$	125.00		
Flying Pig	6	$	9.95		
Rotational Inertia Demonstrator	6	$	119.00		
Deluxe Bicycle Wheel Gyroscope	1	$	125.00		
Dynamics Cart	6	$	47.00		
Liquid Accelerometer	6	$	48.00		
G Ball	1	$	35.00		
Laser Ray Box and Lenses	6	$	99.00		
Laser Viewing Tank	1	$	85.00		
Green Laser	1	$	75.00		
Laser Tripod	1	$	16.00		
Spectrum Analysis Set	1	$	489.00		
Quantitative Spectroscopes	12	$	10.00		
Handheld Color Mixing Demo	1	$	38.00		
Color & Spectrum Discovery Pack	1	$	99.00		
Reflection & Refraction Discovery Pack	1	$	129.00		
Violet Laser	1	$	79.00		

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Mega Mirrors	1	$	295.00		
Reflect-View	6	$	5.00		
Laser Pointer Education Kit	1	$	75.00		
Concave Convex Mirror Set	6	$	17.00		
Lens Set	6	$	19.00		
Mirage	1	$	37.00		
Diffraction Grating Glasses Classroom Set	1	$	70.00		
RSpec-Explorer	1	$	395.00		
Ripple Tanks	6	$	249.00		
Standing Wave Kit (10pack)	1	$	55.00		
Sympathetic Tuning Fork Set	1	$	135.00		
Helical Spring	6	$	16.00		
Giant Slinky	6	$	11.00		
Sound & Waves Discovery Pack	1	$	99.00		
			3-Year Grand total:	**$190,320**	$ 0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015823		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$38,364	$
	Specify purpose: **Turnaround Schools Conferences**. TBD 2015. 3 TECHS leaders yearly, Registration ($475 pus pre conference of $150 pp for $1,875) Est. Flights ($ 675 pp for $2,025) Hotel for 3 nights ($135 per night for $1,620 total/yr.) and meals ($600), rental for 4 days @ $274). Total $ 6,394/conference; $12,788 yearly (HOPE, Model Schools).		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$ 80,610	$
	Specify purpose: **HS College Tours** to exposé students early to both college and career completion : Trips include transportation ($830-$4,200), hotels, meals ($1,500-2,500), admissions to events (($470-$1,870) 20 @ ($2,800) UTSA; 20 @ $7,890) UH/NASA; 20 @ $8,590) UT/Capital; 20 @ $7,590) A&M College Station		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses : **Monthly Parent Council Trainings** Est. 70 families @ 10 events .	$ 11,250	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$ 122,724	$
Remaining 6400—Other operating costs that do not require specific approval: **TEA TTIPS travel for State Yearly Training in Austin** $2,500 yrly to include Travel (van est. $790/yr.), hotel (3 nights for $89/night for $1,335 total /yr.) and meal per diems @ est. $25/day ($375 total/yr.)		$ 7,500	$
3-Year Grand total:		$ 130,224	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Changes on this page have been confirmed with:	On this date:
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	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 015823			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
66XX/15XX—Technology hardware, capitalized					
1	Cloud Server for handling 92 devices and new Internet Capacity need at school. School to Home Push and Pull Lessons. Drops and Connections critical for technology rollout yearly additions.	1	$ 12,500	$ 37,500	$
2	Classroom Projectors ($583) with mounts and installations ($599) to provide visual aide in learning centers.	3	$ 1,182	$ 5,391	$
3	Devices to provide 100% one to one student with wireless Wi-Fi device for homework completion and access to tutoring via Campus cloud to reach math and science goals.	80	$ 479	$ 114,960	$
4	Boards for Technology Training and Advanced College Dual Enrollment Classes includes installations. $ 14,000 yearly.	4	$ 3,500	$ 42,000	$
5	Computers for Educational Centers for students and Adult Training	20	$ 1,379	$ 82,740	$
6	Re-chargeable packs included at $45 each for 10 classrooms.	10	$ 45	$2,250	$
7	Devices for teachers with Management tool for 20 teachers to fully control tablets for instruction only at school and home. 1yr. warranty.	12	$ 579	$ 20,844	$
66XX/15XX—Technology software, capitalized					
11	Campus Cloud- Curriculum CLOUD for access to curriculum with logins, students can also access the CLOUD from any web-enabled device. Setup and training is included 2-3 yr Cloud development stages.	1	$ 10,000	$ 30,000	$
12	Device Software for Students content can be synced to any student device even without and internet connections; provides remote app management; locks down devices so that only this CurriculumLoft interface and it's approved resources are accessible by students. $9,200 /yr.	92	$ 100	$ 27,600	$
13	Teachers Tablet software for syncing entire class together.	12	$ 100	$ 3,600	$
14	Device licenses to control student devices for CIPA compliance and APP incentive programs. $1,196 yr.	92	$ 13	$ 3,588	$
66XX/15XX—Equipment, furniture, or vehicles					
19	Desks and Tables with chairs for new Adult Centers and labs. ($266/furniture piece)	3	$ 12,000	$ 36,000	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
			3-Year Grand total:	$ 410,820	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 015823			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 228

Category	Number	Percentage	Category	Percentage
African American	2	2.6%	Attendance rate	88.6%
Hispanic	74	96.1%	Annual dropout rate (Gr 9-12)	5.2%
White	0	0%	Annual graduation rate (Gr 9-12)	63.6%
Asian	1	1.3%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)-Phase In	48%
Economically disadvantaged	72	93.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)-Phase In	41%
Limited English proficient (LEP)	0	0%	Students taking the ACT and/or SAT-ESC 73.9%	6.7%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	-
			Average ACT score (number value, not a percentage)	-

Comments:
SATA is 7% lower than state and regional data on attendance so **TECHS** will try new incentives like ASP enrichment, career practicum, college tours, labs and more project based teaching to make school more college and career relevant. The graduation rate disparity of **24% lower** than the state's rate will be addressed through a FTE Graduation Coach.
The Phase in **STAAR Scores** for Reading and Math were average **50% lower than the state's same rate**.
* The average starting **salary** for new teachers is **$13,580 lower** ($28,298) for new teachers as compared to the state's pay rate of $41,878 creating large turnover problems with inconsistent teaching strategies for struggling students. **TECHS** will allow for competitive hiring and retention within the San Antonio Area with high extra duty pay packages for teachers to increase responsibility and funding while helping SATA meet AYP through Professional Development teams.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	33.4%	No degree	0	0%
Hispanic	2	33%	Bachelor's degree	5	83.8%
White	2	33.6%	Master's degree	1	16.2%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	1	16.8%	Avg. salary, 1-5 years exp.	$ 31,013	N/A
6-10 years exp.	2	33.6%	Avg. salary, 6-10 years exp.	$ 38,250	N/A
11-20 years exp.	1	16.8%	Avg. salary, 11-20 years exp.	$ 30,000	N/A
Over 20 years exp.	1	16.2%	Avg. salary, over 20 years exp.	$ 37,406	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											20	22	23	12	77
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											20	22	23	12	77

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											2	2	1	1	6
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											2	2	1	1	6

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process.

Systematic Needs Assessment Process

The systematic needs process the San Antonio Technology Academy followed to select the most appropriate school intervention model that aligns to the identified needs of the campus is outlined below.
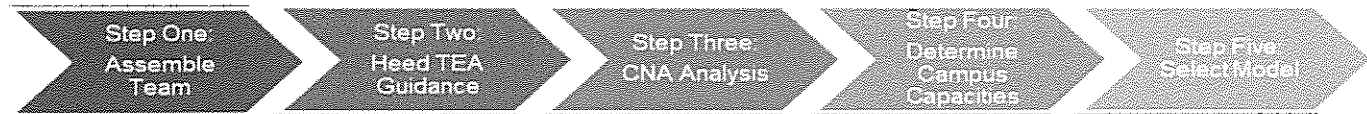
State and federal law both outline the requirement for schools to conduct a comprehensive needs assessment as part of the planning and decision making process. TEA stipulates that "the plan must include provisions for a comprehensive needs assessment addressing student performance on the *student achievement* indicators, and other appropriate measures of performance. Campus-led committees will assess the academic achievement of each student in the school using the *student achievement* indicator system." The TECHS Needs Process created quantifiable **TECHS Goals** with realistic, measurable and attainable services as indicated in chart below.

Process	Activities	Summary
Understand Problem using a Design Team	The Superintendent assembled a **TECH** Advisory Grant Design Team to initiate the CNA development process at SATA. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest datasets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CNA. Quality and experienced TTIPS external consultants were included to guide toward an effective design that will meet the goals of the TTIPS grant.	Great one on one teacher motivational leaders but has high turnover due to low pay. Lacks college bound system and parent training for support
Create CNA with TTIPS	Each of the 7 CSF areas with diverse vantage points was discussed. Discussion and brainstorming responses were charted and recorded. Parents and students were able to talk about both solutions and problems with campus. An analogy of a corn field was used to spark discussion as good crops require a system of growth while a bad one needs customization of missing ingredients. The corn itself is never the problem.	Lacks graduation and college resources as well as consistent teachers; parents and teachers missing in solutions
Analyze Data Sources	The charted outcomes and responses were reviewed for which particular items require data based measures. Because campus staff was asked to bring the latest datasets pertinent to their position to the meeting, data sources were able to be reviewed on the spot.	AYP not being met due to Graduation, Attendance, and STAAR scores
Prioritize Needs and Capacities	The Advisory group was requested to settle their findings by consolidating similar notions and then asked to identify the top needs. Large group discussion of the findings led to the development of a prioritization of campus/district needs with allocated budget amounts.	Engaging Parents, Providing PD and College Connections
Select Transformation Model and Design Grant	Summaries of the findings were used in the development of this proposal and will be included in the upcoming CIP. The needs determined were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community. The strengths that the campus has in place were also described as to identify potential and modeling opportunity for weaker areas. **TECHS** was developed and submitted to TEA.	Technology was on name alone but will now be goal to be best Tech HS in SA with 1:1 home to school solutions and Career Practicum
Implement Model	**TECHS** Grant Proposal Strategies and Services for improving academic performance along with College Readiness.	Ongoing Evaluation; must sustain impact

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 1: Process Description (cont.) A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process.

SATA Design Team (pictured)
SATA conducted an abbreviated Comprehensive Needs Assessment (CNA) with various community stakeholders called the **TECHS Advisory Council** comprised of the superintendent, school board, principal, teachers, parents, students, and community members to begin addressing the needs to be targeted through the TTIPS project. The design team assessed the academic achievement of SATA using multiple data, resources, reports, and CIP indicators. The TTIPS Comprehensive Needs Assessment training identified that a complete turnaround solution was necessary for both graduation and college completion. The group then assembled the best strategies and personnel to resolve the issues and problems. The district will create specific PD and Professional Teams to help direct the plan for the next three years while growing teachers as campus problem solvers. **TECHS** stakeholders also received commitments to attend future Business, Parent and Student Councils to implement the grant design (see Appendix).

Weaknesses	Comprehensive Needs Data Sources	Greatest Needs
Student Achievement	AEIS Reports (STAAR State Assessment Data); Grade Speed (GPAs and teacher-input data); TELPAS Results; AEIS Reports; AYP and State Data tables; Grades and Benchmarks, HS Completion, GED, Dropout rates; college readiness indicator data AP, SAT, ACT, Dual Enrollment STAAR	Dropout (5.2%) is doubled the TX. (2.4%); 24% lower that the state's grad rate
School Culture and Climate	Planning meetings, surveys of all students, teachers, and parents; Student Focus Groups, comprising representative sample of all student populations; statistical analyses of these data, combined with Student Achievement and Demographic sources. Parent Focus Group; Teacher Focus Groups; Teacher Interviews; Online Feedback, School Walkthroughs Reports	80% At Risk Students, 93% economically disadvantaged, 96% Hispanic students
Staff PD	Reviewed-Curriculum; campus scope and sequence development; testing coordinator database; District Benchmark Data; Lesson Plan Collections; Teacher Surveys; School and program schedules, CIP Reports	No current PD Coordinator for over 500 teaching staff
Family and Community Involvement:	Reviewed-Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for situation and school; Family Language Data; Local Higher Institution Interviews and Contact. School Context and Organization: School Geographical Data; Mentor Teacher Information; Administrative Interviews; counselor interviews.	Large Free and Reduced Lunch Rates and Hispanic students need parents training in College Prep.
Campus and Home Technology:	Reviewed-STaR Chart, Professional Development Records; Technology Audits; Technology Plan; technology server, infrastructure, hardware assessment; technology Director interviews: In-depth analysis of Special Programs data, college readiness indicator data, credit-recovery programs, enhanced teacher appraisal system data, curriculum alignment processes.	Teachers need intensive technology training for Integrated one-to-one technology solutions
Community Demographics	Reviewed-Enrollment Figures from Student Plus (District's student information system); Grade speed (District Grade book); AEIS Reports; Future Student Transfer rates provided by District; Feeder Elementary School Data; Dropout and Pregnancy Reports.	Less than 50% of students stay on track to graduate HS
Staff Quality, Recruitment, and Retention:	Reviewed-Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student Ratios; Completion, GED, Dropout rates; Professional Development Reports; STaR Chart; Grievances.	No PD Coordinator, Calendar or plan, High turnover due to low pay, Need Teacher Development

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program.

#	Identified Need	How Implemented Grant Program Would Address
1. Academic Needs	• Low student achievement with **STAAR Met Standard** (sum of All grades) • Low Reading/ELA STAAR Levels • Low Student Achievement in Mathematics (Grades low achievement in Science • low Student Achievement in Writing • limited teacher classroom modeling • limited PD in targeted areas • Low graduation and college prep support • Low College Readiness indicators	✓ Using 1:1 Devices and Cloud programs ✓ Using Brainfuse for 24/7 tutoring system ✓ Including a summer accelerated program ✓ Implementing new STEMS / College program ✓ Conducting Master Teacher program ✓ Adding targeted ESC workshops ✓ Adding Math/Science Instructional Coach ✓ Adding new mentoring and tutoring aides ✓ Adding College mentors to support ✓ Adding FTE College/Career Facilitator
2. Data Driven Instruction	• Improve Teacher Technology Targets • Improve Teacher Observations • Increase elements (Synthesis/Evaluation) on PDAS Improve Quality Professional Learning • Improve Teacher attendance • Improve Student Attendance • Improve the use of Standardized Test Reviews	✓ Adding specialized TTIPS workshops ✓ Training with DMAC/AEIS utilization ✓ Tutorials for at Risk/Low Performing ✓ Research based online SES tutoring ✓ Improved Instructional Modeling ✓ Incentives for meeting AYP ✓ Improve PDAS and Observations
3. College Readiness	• Increase School Pride • Increase STEMS level courses • Expand College Articulation agreements • Expand Dual Credit/ Con current enrollment • Limited Field and Career Trips • No alumni program • No centralized Go Center • No Fish Camp • Limited College Recruitment Events	✓ new student clubs with extra duty pay ✓ motivational college tours for graduation ✓ college mentoring for matriculation ✓ Provide Field Exploratory Trips ✓ Provide new College and Career Events ✓ Recycle grads into college work studies ✓ College and Career center with events ✓ Create transitional camp for entering students and parents
4. Extended Learning	• Limited after school services • No tutoring program year round • No extended Learning Time labs • No flexible **block schedules** • Limited HS extra-curricular clubs • Limited academic and social support to include teen pregnancy and drugs	✓ Provide Adult Ed ESL, GED, Tech and Parenting ✓ Provide before and summer school labs ✓ Provide Parent and Community evening events ✓ Provide Saturday cultural festivity events ✓ Provide College mentors for positive modeling ✓ Add College Coordinator and Adult Educator
5. Parent and Community	• No Parent workshops addressing teen problems • limited support workshops to keep parents updated Limited intervention for struggling families • No home targeting visits for weakest students • Limited technology at home • Low levels of adult literacy • Limited support structures for poor families • Limited training on working with At-Risk families • Limited incentives for achievement, attendance or graduation • Lack of Understanding of parents toward American Educational Systems and higher Education opportunities for family.	✓ Increase technology and family education ✓ Increase Partnerships for student incentives ✓ Increase parent workshops for teen issues ✓ Increase comprehensive PD Services ✓ Increase online and onsite PD ✓ PD for new home visit Profiling System ✓ Increase technology usage with tablets and Cloud for home to school solutions bypassing need for internet connectivity ✓ Establish a Family Honor Code ✓ Create A Business Council to sustain funds ✓ Establish a college/career completion culture

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Schedule #14—Management Plan		

County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement (DCSI) (required)**	BA/BS degree in Education or related field from an accredited university with 3-5 years of administrative experience; No certifications required but must have knowledge: ✓ Excellent communications skills with Spanish preferred ✓ Computer software and programs necessary for collecting data and reporting data ✓ Strong knowledge of community resources experience providing educational services ✓ Must enjoy working with at risk children and has similar background as students served ✓ Experience with high risk students and families ✓ Skills in public relations, proposal writing and supervision
	Adult Education Facilitator	BA/BS degree in Education or related field from an accredited university with 2-4 years experience with adult and family education. No certifications required but must have; ✓ Must have knowledge of computer software programs ✓ Must understand how to collect and report data ✓ Strong knowledge of community resources providing family educational services ✓ Managerial/Administrative skills ✓ Excellent communications skills
2.	**College Coordinators (Part Time)**	Must have a min of 30 college hours and attending an accredited university with 1-2 years of college readiness experience. No certifications required but must have; ✓ Knowledge of computer software programs necessary for college prep ✓ Strong knowledge of college readiness resources providing student college services ✓ Strong student managerial skills ✓ Excellent communications skills with high school students
3.	**College and Career Facilitator**	BA/BS degree in Social Science or related field from an accredited university with 2-3 years experience with Counseling and Guidance of students. No certifications required but must have; ✓ Experience with high socially, economically, and educationally deprived at-risk students ✓ Experience in operating / managing outreach programs ✓ Skills in public relations, graduation requirements and supervision ✓ Knowledge in successfully working with a federally funded grant project
4.	**Technology Instructor**	BA/BS degree in math, science, engineering, or related field from an accredited university with 3-5 years teaching. Must have teacher certification an must have the following skills; ✓ Knowledge of DMAC software programs necessary for disaggregating test data ✓ Reporting data with strong teaching experience or educational PD services ✓ Managerial/Administrative skills with excellent communications skills ✓ Knowledge and use of Promethean Boards and other technologies to deliver instruction
5.	**Evaluator**	**External Consultants**: Preferred education Ph.D. ESC 20 with SIRC will be contracted to lead high quality evaluation training and observations. Requires prior SIRC/TAP Support.
6.	**Mentoring Inc.**	**External Consultants**; Preferred education Ph.D. Mentoring Corporation will help develop a strong mentoring program with fidelity, training and ongoing support for 3 years.
7.	**Professional Team (PT)**	**External Consultants**; Preferred education Ph.D. American Dream Schools will help develop Professional Teams at SATA. The consultants have 23 years experience with turnaround schools and college readiness and develop National Blue Ribbon School Models.
8.	**Master Teacher Inc.**	**External Consultants**; Preferred education Ph.D. Certification in Mid Management. Master Teacher Program has experience nation-wide with PD. Spearhead all PD training for SATA. ESC 20 Regional Trainers in Education will supplement STAAR training and specific TTIPS training.
9.	**Vision ED Consultants**	**External Consultants**; Preferred education M.Ed. Certification in Mid Management. Cloft and Vision Ed will be used to help implement a stronger technology design through a community Cloud and will help develop teaching skills necessary to launch at each campus. 1:1 Technology Rollout Experience with Cloud development and teacher technology training.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Provider Roles- External providers will be recruited for a Complete Turn Around School Development with emphasis on Extended Learning, Professional Development, Mentoring, Partnership Development, Evaluation, Parent Training, College Readiness and Sustainability indicated by the **chart below**. Hires will be subject to current external contractual protocol and final approval by SATA administration. The recruitment process began by screening providers' current practices that meet TTIPS standards.

San Antonio Technology Academy American Dream School Model TTIPS External Consultant Support
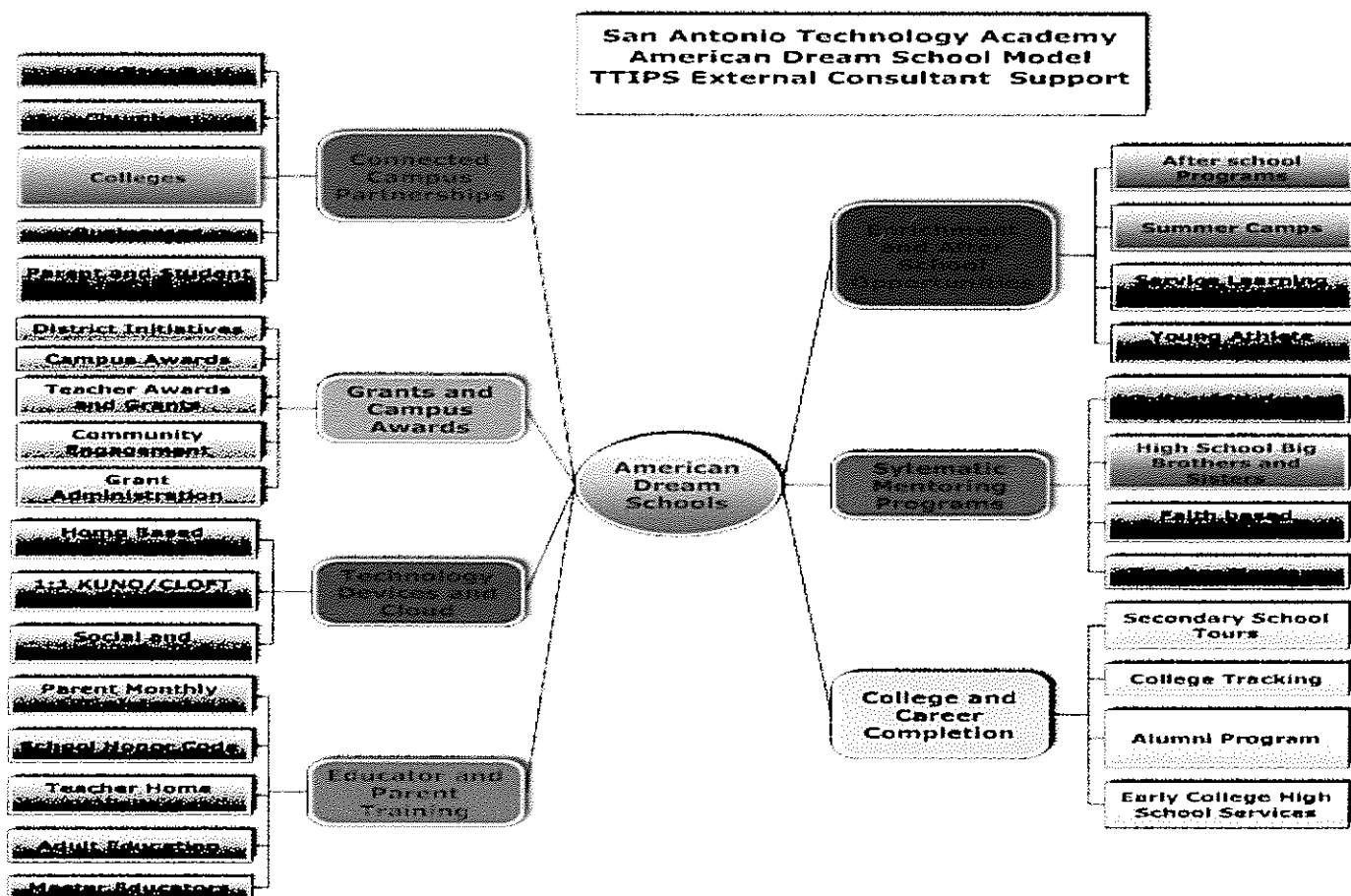
Screening- TECHS will be evaluated and supported by a team of independent external consultants whom will meet LEA employment requirements to include background checks and referrals. Screening will include experience with recent PD training, grant evaluations, administrative support, former grant activities and actual participation in turn around schools. SATA process for screening independent providers to include consultants who follow local LEA procurement policy approved by the School Board only when internal support in not accessible or possible.

Selecting- Selection criteria is focused on education, experience and certifications with specific TTIPS programs as outlined in **Schedule 14- Management Plan**. External Consultants must have experience working with turnaround schools and have a background in LEA/IHE teaching, leadership social sciences, public administration, or education, formal training in research methods. External Consultants will have;
1. Graduate-level training with a minimum of a Masters Degree or Ph.D. in Education or Sociology
2. Research knowledge required to conduct TTIPS training and evaluation as well making formal reports
3. Expertise in qualitative methods such as interviewing and focus groups with an unbiased perspective
4. Competent with quantitative methods required to analyze evaluation statistics and helpful recommendations

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Feedback Chart** below indicates the Ongoing Feedback and Improvement Process for SATA's Performance Assessment and Evaluation Plan for Improving: 1.) academic performance, 2.) Increasing teacher quality, 3.) Improving school climate, 4.) Increasing leadership effectiveness, 5.) Increasing the use of data to drive instruction, 6.) Increasing parent and community involvement, 7.) Increasing learning time. The Ongoing Monitoring and Continuous Improvement process to ensure that the grant meets and exceeds the grant goals and objectives designed in the *Transformation Model*. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Project Coordinator (PC) with the support of the Central Office Project Director. SATA will rely on the technical assistance and training to be provided by SIRC during the planning period and investing significant time and resources in preparing TTIPS campus staff. TTIPS Staff will communicate frequently to include daily meetings, weekly staff meetings and provide monthly reports to consider data, students, partners and timelines.

San Antonio Technology Academy
TTIPS Grant Feedback Process
TECHS Project
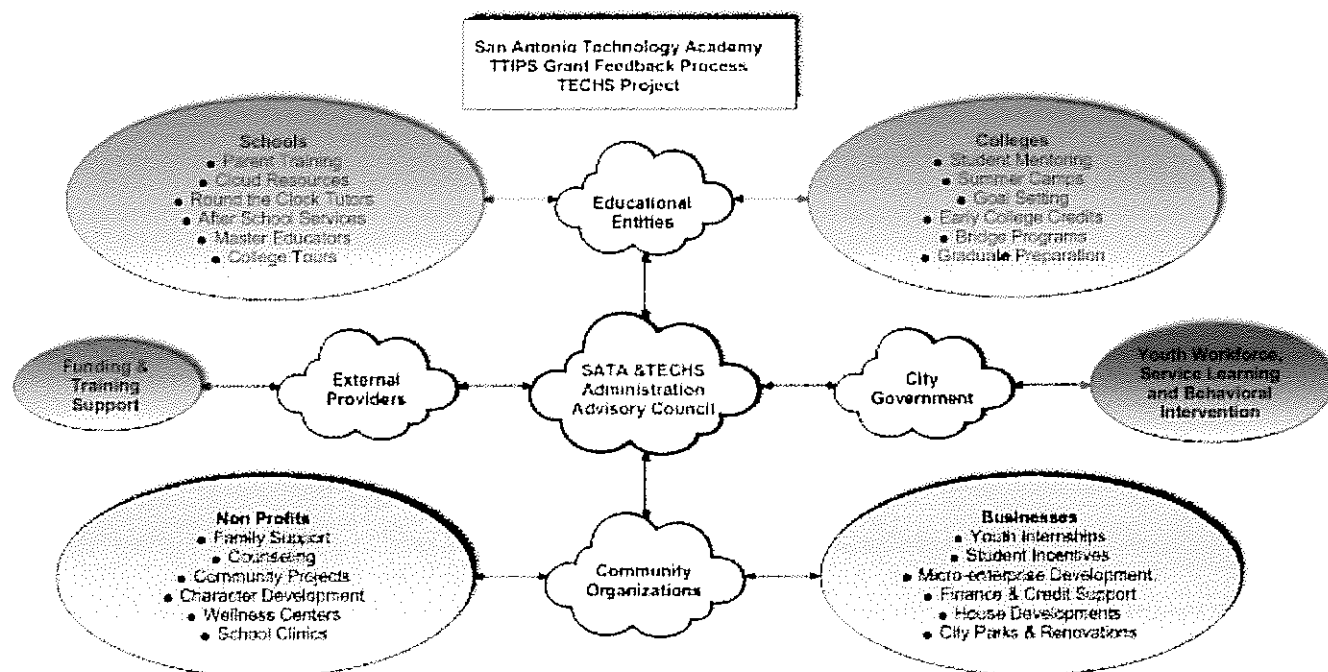
Frequency of Monitoring- Continuous monitoring will occur in the regard that each area will report each week for obvious signs of difficulties, and a more in-depth review on a monthly basis. Systematic data collection and classroom observations will ensure data collections and progress monitoring of goals and numbers served. The SATA Grant Director, the campus based coordinator and principal will daily discuss the grant's implementation, refinement and sustainability. The grant coordinator will monitor attendance weekly and review TTIPS monthly reports and will help provide continuous feedback on the quality increased learning time for new community-oriented schools. The principal will take action yearly on low performing professionals through monthly teacher observations, quarterly benchmark reviews, weekly departmental meetings and weekly grant staff meetings to discuss attendance at Professional development events, community events, parent and community engagement, increased learning time and monitoring overall teacher morale and school climate. The project ensures that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and the external evaluation team (TEA/SIRC) that are familiar with *TEA Transformation Models* through both quarterly formative and yearly summative reports.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

Existing Efforts- The campus reform initiative undertaken by SATA will support existing efforts and will sustain key elements beyond the term of the grant. **TECHS** designed a comprehensive turn around system to reach the goals of this program and transform the management structure. SATA will rely on local partnerships, state and federal funds to sustain campus reform after the funding period ends. The services will sustain for many years beyond the grant cycle as most learned materials will be ongoing experience. The sustainability elements in the **TECHS** grant emphasize on ongoing, existing efforts that are similar to **TECHS** include the following items:

Data Driven *Currently little is being used in this CSF area with limited DMAC training and availability
- ✓ Testing Accountability & Disaggregation of Data
- ✓ Timely Early Warning Reviews of At-Risk Students
- ✓ Classroom Projections for Specialized Tutoring (SES)
- ✓ Data Management Mapping: Timely Data
- ✓ ID Classroom Teacher Weaknesses
- ✓ Effective Use of the Data Management System

Master Teaching & Learning * Due to high turnover inconsistent teacher quality or training has been measured
- ✓ Critical Thinking K-12 Bloom's Taxonomy
- ✓ Master Teacher PD Program
- ✓ Focused comprehensive PD designs
- ✓ New Teacher Technology Academy
- ✓ HQ teachers utilizing one on one home technology
- ✓ STAAR Academic and College Readiness Training
- ✓ New teaching tools for advanced learning
- ✓ Home Technology for Instruction
- ✓ Student devices with online capabilities

Increase College Culture * Currently less than **21%** graduates are College Ready in Math and ELA (TX 57%)
- ✓ Working & Understanding families from poverty
- ✓ Adult ESL, GED, Parenting and Computer Classes
- ✓ Extra Curricular Services and Community
- ✓ CSL, Parenting Classes, Adult Education classes
- ✓ Parent engagement, input and unified goals
- ✓ Establish Partnerships with Colleges
- ✓ College readiness elements and college tours

Improved EOC and STAAR Academic Performance *Currently the low student to teacher ratio is helping
- ✓ Classroom Walk-throughs w/ Reflective Practices
- ✓ Trained community and campus reviewers partners
- ✓ Great Leaders, Great Teams, Great Results
- ✓ HQ leaders and campus teams
- ✓ Using mentoring skills to improve instruction
- ✓ Professional Teaching & Learning Campus
- ✓ TTIPS Team, Community Support
- ✓ Graduation/Technology Coaches

New School Processes & Systems * **TECHS** will change everything and will bring in the expertise to transform
- ✓ New policies for removing and recruiting teachers
- ✓ High Quality District & Campus Improvement Plan
- ✓ Effective CIP, DIP and TTIPS Teams
- ✓ School-wide Positive Behavior Support
- ✓ Summer Planning and Systems of Support

Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends.

Sustaining Scale-SATA understands that many districts are not currently organizing turnaround resources in ways likely to create the dramatic and lasting changes desired therefore the grant proposes a set of five practices (below) for organizing turnaround resources to ensure that SATA and the turnaround school land in a permanently better place when temporary TTIPS dollars run out (*Education Resource Strategies, 2010 Sustaining Turnaround at Scale National Conference*).

- ☐ Fix broken structures, don't add more on top of them
- ☐ Leverage partnerships wisely
- ☐ Prioritize turnaround resources toward capacity building
- ☐ Create a strategy that learns, using data to continuously adjust interventions
- ☐ Change the system to protect and scale success

Sustainable Elements-The following are some of the sustainable elements that will be targeted for future development beyond the grant cycle for FY 2018 and beyond;
- ✓ New 1:1 technology, tutorials and PD to improve Student Achievement in Reading/ELA
- ✓ Classroom Modules and PD to improve Student Achievement in Mathematics
- ✓ New Science Labs with C&I to Improve Student Achievement in Science
- ✓ New technology, tutorials and C&I supplies to improve CORE courses
- ✓ Yearly STAAR Data Reports on performance by demographics
- ✓ Data disaggregation to make curriculum decisions to improve student outcomes
- ✓ Participation in summer curriculum vertical alignment
- ✓ End of Course STARR test training with common planning periods, workshops for core areas
- ✓ Leadership Mentoring with distributed Leadership from Professional Development Teams
- ✓ Specialized STAAR Training Workshops
- ✓ Before and after school to extend learning day with tutoring as a requirement for students
- ✓ Parents training for children's academics for college and career completion
- ✓ Parent and Community evening events to engage academic support
- ✓ Technology Support with After School PD tech labs for teachers
- ✓ Saturday events for PD, Parents and students
- ✓ Parenting Skills Classes with council outreach to solicit active involvement
- ✓ Partnerships with community and business sponsors for sustainable funding
- ✓ Coordination with local social and health service providers to help meet family needs
- ✓ Adult parent education classes (including GED, adult literacy, and ESL programs)
- ✓ Incentives for perfect attendance and performance by groups
- ✓ A College student system of positive behavioral supports
- ✓ Support for parents with Cloud and eventually BYOD services

SATA Campus Commitment- TECHS ensures that all staff was given notice of the grant, were included in design elements with central office design team, were given opportunity to participate on voluntary basis, will submit contract and application that fulfills TECHS completions per semester, will receive set stipends for extra duty pay with understanding of expectations based on design of TECHS project. All SATA participants are committed to the project's success as all staff members have signed off on a **campus support letter** to TEA (Appendix A). This support indicates that staff is ready for the design changes and will engage in the required services that will allow the campus to meet AYP and meet grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment to fulfill the grant even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of the charter's success. Teachers will need to sign a yearly contract with **TECHS** to meet the requirements of their position and continued work a SATA in ten areas of commitment. These 10 areas will be the basis of **TECHS** Professional Development Teams towards a new American Dream School Model and the pursuit of an eventual National Blue Ribbon Award. The added 100 Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements with a climate of excellence towards College and Career Completion.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 015823		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**Collect and Analyze Data**	1.	Collect data from new Professional Development for Academic Achievement in Core Areas. 100% New Master Teacher PD for Improved Academic Performance and Increase in use of Data Driven Instruction. **Must Meet AYP in three years.**
		2.	Collect data from Professional Development and STAAR testing for Data Disaggregation. Increase new DMAC Training for Improved Academic Performance and Increase in use of Data Driven Instruction.
		3.	Collect data from all activities and services. Increase teacher quality with new Professional Development Teams and Master Teacher services.
2.	**Provide Evaluation Reports**	1.	Evaluate High Performing Teachers on new Teacher Evaluations. Increase teacher quality with new mentoring, observations and PDAS. **Must Meet AYP in three years.**
		2.	Evaluate Graduation and Core Coordinator services on Teaching and Learning models toward post-secondary attainment. Increase teacher quality towards college readiness and improving college going climate.
		3.	Evaluation Reports are given to SATA for refinements and program improvements. Improve All CSF 1-7 indicators
3.	**Make Program Adjustments**	1.	Program Adjustments for New Mentoring System for participating teachers. Increase teacher quality through new mentoring system and career growth plans that grow teachers into campus leaders. **Must Meet AYP in three years.**
		2.	Program Adjustments for Extra Duty teachers in meeting program goals for afterschool, mentoring, club sponsorships and inclusion of Professional Development Teams. Increase teacher quality through new mentoring system and career growth plans that grow teachers into campus leaders.
		3.	Program Adjustments for New Induction System that includes incentives for Early Hires and retention of teachers who exceed TECHS requirements.
4.	**Monitor Improvements**	1.	Monitor improvements yearly for Staff implementing TECHS strategies. Improve all 7 CSF indicators. **Must Meet AYP in three years.**
		2.	Monitor improvements yearly for Apprentice-Professional teachers receiving Training. Increase teacher quality through new career growth plans that grow teachers into campus leaders.
		3.	Monitor improvements yearly for teachers implementing the Professional Development Program and Extra duty pay. Increase teacher quality through new career growth plans that grow teachers into campus leaders.
5.	**Final Yearly Evaluation Reports**	1.	Technology Sustainability plans for an ongoing BYOD roll out. **Must Meet AYP in three years.**
		2.	Standardize **TECHS** Process for College and Career Completions. Ongoing Councils and sustaining elements continue beyond the grant cycle.
		3.	Standardize **TECHS** Process for budgets and Board Reports. Ongoing Councils and sustaining elements continue beyond the grant cycle.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively.

Data Collection Process

SATA will track the selected indicators that measure each goal outcome through both LEA Data Measures (Interoperable Data Systems such as PEIMS, TPIR, AEIS, THECB K-12). Reports at the aggregate level for all children within SATA and at the student level (Weekly Attendance rosters, Grade Reports, staff meeting Reports, Campus Monthly Reports and School Board presentations) for the participating students. **TECHS** will provide both a Qualitative and Quantitative Data Collection Process that includes:

- ✓ Collecting and utilizing various methodological data collection methods
- ✓ External evaluators (TEA/SIRC) to collect qualitative and quantitative data that allows precise measurement
- ✓ Include semi-structured interviews with a sample of teachers, parents, students and staff
- ✓ Analyzed data will be rigorous, systemic, statistical and descriptive
- ✓ Evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results
- ✓ Collection Process includes disaggregated data results that occur after each benchmark and STAAR examination

To ensure an unbiased and thorough evaluation plan, the evaluation plan will utilize an <u>independent external evaluator</u> and neither the program developers (SATA Design Team participants) nor the project implementer (Project Coordinator and staff) will evaluate the project in any way. The external evaluator, with compliance project staff and other stakeholders, will develop objective performance measures which will include data disaggregation aligned with DMAC support and evaluation instruments, to be developed and collected monthly by staff during the project's Year1 phase, that capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted on Nov. 2014, Feb. 2015, May 2015 and August 2015 for collecting and discussing data results. DMAC Solutions consists of a suite of web-based applications developed to assist SATA with assessment and curriculum data needs. DMAC Solutions is web-based which provides accessible online data. All updates are available immediately without any work on the client's part; data is stored in a central location allowing all changes to be viewed immediately by all.

Problem Corrections and Continuous Improvements- TECHS will improve results over time as the evaluation system in place for the ongoing involvement of the experienced consultants and design team into implementation, refinement and sustainability. The Performance Assessment and Evaluation Plan include providing an Ongoing Monitoring and Continuous Improvement process to ensure that the grant meets and exceeds the grant goals and objectives designed in community-wide **Transformation Model**. The Evaluation Process includes the following steps:

1. The responsibility for implementing the project's evaluation plan to include the Continuous Improvement Response System (CIRS), at the campus level, is the responsibility of the full time Grant Coordinator and Grant Director.
2. SATA will work closely with the External Evaluators to facilitate the implementation and monitoring of the proposed project. Using an External Evaluator will ensure fidelity of implementation and remove any existing local political motivations from the improvement process will be a crucial factor in the successful implementation of the Transformation Model. A significant amount of time, effort and resources will be dedicated to the planning period of which the External Evaluator will be invited to observe and document.
3. SATA will rely on the technical assistance and training to be provided by external grant consultants during the planning period and investing significant time and resources in preparing campus staff prior to implementation.
4. **TECHS** Staff will meet daily, weekly and provide monthly reports to consider data, students, partners and timelines.
5. The use of qualitative methods for data collection will involve project staff, in conjunction with the project evaluator, conducting focus groups to collect data from project stakeholders and to develop a comprehensive analysis of the project needs and progress in meeting its intended goals.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015823	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Extended Learning	10/14	05/17
			B. Science and Math Labs	10/14	05/17
			C. College Student Tutoring	10/14	05/17
			D. STARR Labs	10/14	05/17
			E. Home Cloud Technology	10/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. DMAC Training	08/14	08/17
			B. DMAC Master Teacher	08/14	08/17
			C. ESC STARR training	08/14	08/17
			D. Data Disaggregation Training	08/14	08/17
			E. Data to plot progress	08/14	08/17
			F. Self-Assessment of Progress	08/14	08/17
			G. Improve STARR data plan	08/14	08/17
			H. Reports by demographics	08/14	08/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Provide Data Disaggregation	09/14	05/17
			B. Test Data to plot progress	09/14	05/17
			C. Self-Assessment of Progress	09/14	05/17
			D. STARR data plan	09/14	05/17
			E. Report performance by demographics	09/14	05/17
			F. Create Campus Cloud	09/14	05/17
			G. SBR curriculum for campus	09/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Data drive Instruction	08/15	07/17
			B. Assessment Tools and software	08/15	07/17
			C. Standardized test reviews	08/15	07/17
			D. Teacher Technology Targets	08/15	07/17
			E. Teacher Observations	08/15	07/17
			F. Quality Professional Learning	08/15	07/17
			G. Teacher and Student Attendance	08/15	07/17
			H. Commended performance data plan	08/15	07/17
			I. Tutorials for At-Risk/ Low Performing students (LP)	08/15	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Provide name and date of hire for principal or date of anticipated replacement: April 2014*	08/14	07/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Establish Common planning periods	06/15	06/17
			B. Provide Onsite Leadership Principal Mentoring	06/15	06/17
			C. Participate in summer curriculum vertical alignment	06/15	06/17
			D. Scope End of Course STARR test training	06/15	06/17
			E. Attend National Conferences for turnaround models	06/15	06/17
			F. Improve Leadership Employee Evaluation	06/15	06/17
			G. Attend SIRC TTIPS workshops for core areas	06/15	06/17
			H. Attend ESC TTIPS workshops for assessment strategies.	06/15	06/17
			I. Attend Target Distributive Leadership Training	06/15	06/17
			J. Get Professional Team Training and Support by ADS	06/15	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Bonus and incentive pay	08/14	05/17
			B. Create comprehensive extra duty	08/14	05/17
			C. Offer Leader performance incentives	08/14	05/17
			D. Increase Technology Integration Incentives	08/14	05/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Create Teacher Development Career growth	08/14	05/17
			B. Allow Leader to Turnaround schools conference	08/14	05/17
			C. Allow Leader Summer Planning	08/14	05/17
			D. Increase Leader Councils	08/14	05/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Add college mentors to ASP	09/14	05/17
			B. Incentives for group performance	09/14	05/17
			C. Implement specialized tutoring	09/14	05/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Provide before school and summer school support	09/14	05/17
			B. Provide enrichment personnel	09/14	05/17
			C. Align Campus Improvement Plan	09/14	05/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide events for service learning, sports, and student enrichment	09/14	05/17
			B. Provide Technology Support	09/14	05/17
			C. Provide Parent and Community evening events	09/14	05/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Create Professional Learning Teaching Teams	09/14	05/17
			B. Provide Teacher education courses	09/14	05/17
			C. Create Teacher led HS Clubs	09/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Create Parent Council Monthly Training sessions	11/14	05/17
			B. Give School Board report	11/14	05/17
			C. Adult parent education classes	11/14	05/17
			D. Include programs with Afterschool purpose	11/14	05/17
			E. Create Parenting Skills Classes	11/14	05/17
			F. Create Summer programs	11/14	05/17
			G. Create family and community involvement	11/14	05/17
		2. Provide ongoing mechanisms for community engagement	A. Increase Community Partnerships	11/14	05/17
			B. Coordinate with local social and health services	11/14	05/17
			C. Establish a Community Advisory Council	11/14	05/17
			D. Meet the Teacher/Staff event	11/14	05/17
			E. Create college STEMS Events	11/14	05/17
			F. Train teacher on home visits	11/14	05/17
			G. Increase Family Communication	11/14	05/17
			H. Increase one to one technology devices	11/14	05/17
			I. Create Wall of Fame Business sponsors	11/14	05/17
			J. Increase Parent Workshops	11/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. System of positive behavioral supports	11/14	05/17
			B. Coordinate Social Work Services	09/14	05/17
			C. Provide Science and Math Field Trips	11/14	05/17
			D. Increase parental involvement	11/14	05/17
			E. Incentives for perfect attendance	11/14	05/17
			F. Employ Intervention Facilitator	09/14	05/17
			G. Utilize SIRC, TAP and ADS external providers	11/14	05/17
			H. Parent Council	11/14	05/17
			I. Student Leadership Council	11/14	05/17
			J. School clubs with teacher incentives	11/14	05/17
			K. Collaborate with ASP program	09/14	05/17
			L. Provide online support	11/14	05/17
			M. College Tours	11/14	05/17
			N. College Bound Campus Physical changes	11/14	05/17
			O. college mentor visibility	09/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Administration/Community Walk-through	10/14	05/17
			B. Create DMAC Training and Implementation	10/14	05/17
			C. Create DMAC Sessions with Master Teacher Consultants	10/14	05/17
			D. Receive customized STARR training	10/14	05/17
			E. Create new College Tracking	10/14	05/17
			F. Observe qualified teachers in classroom	10/14	05/17
			G. Teacher promotion and career growth	10/14	05/17
			H. Classroom observations and Teacher Evaluations	10/14	05/17
			I. new TECHS Teacher Evaluation forms	10/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Offer sign on bonus and performance incentives	08/14	05/17
			B. Increase Technology Integration Incentives	09/14	05/17
			C. Retain Teachers through new bonus and incentive pay	10/14	05/17
			D. Comprehensive extra duty pay	10/14	05/17
			E. Create Master Teacher Course	10/14	05/17
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Special Education Teachers PD	10/14	05/17
			B. Professional Development Teams	09/14	05/17
			C. Para Educator Learning Network	10/14	05/17
			D. Specific PD TTIPS Services as outlined in design	08/14	05/17
			E. Increase Online PD	10/14	05/17
			F. New mentoring program	10/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Increase Teacher Schedules	08/14	05/17
			B. Provide Teachers and families with workshops	08/14	05/17
			C. Provide motivational speakers	10/14	05/17
			D. Comprehensive extra duty pay	09/14	05/17
			E. Master Teacher Course	10/14	05/17
			F. Offer sign on bonus and performance incentives	10/14	05/17
			G. Allow Teachers flexibility	10/14	05/17
			H. Allow teachers conference building time	10/14	05/17
			I. Create career growth through educational programs	10/14	05/17
			J. Increase Technology Integration	10/14	05/17
			K. Retain Teachers	10/14	05/17
			L. Provide Community Service Learning	10/14	05/17

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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

District Level Support-While daily operations of the grant program are charged to the full-time, grant-funded Project Coordinator, said coordinator will work in unison with the Grant Shepherd. The Grant Shepherd will be the designated liaison between the district and campus level operations. Active support for the implementation will come from all campus staff and from the central office administration. Under the direction of the Superintendent the initiative will be collaboratively implemented by the designated Grant Shepherd, the Principal and Project Coordinator; TECHS members will be included during the Pre-Implementation Phase as indicated in the aforementioned timeline. The SIRC PSP will work in tandem with the Principal to impact the quality of teachers and student achievement. The implementation directives are expected to flow as illustrated below by the district's capacity to serve **TECHS. SATA will still provide the following related support for the grant:**

- Counseling, including college readiness counseling with college mentors during non regular schools hours
- Cash, gift cards, or other incentives approved in the grant application to raise academic achievement and teacher performance
- Costs associated with distance learning or participation in virtual schools to include duel and con-current enrollment classes
- Credit recovery for struggling students in modified schedules and customized classes that will recover possible dropouts
- Curriculum development for both the cloud and ASP services as well as SAT/ACT prep
- Direct instruction and incentives for both ASP and regular school with teaching fields that are regionally competitive
- Educational field trips to IHEs or businesses to support implementation of students' Individual Graduation Plan (IGP)
- Educational software for ASP labs such as Odyssey and Compass Learning, and other Applications for tablets
- Equipment costs to create the infrastructure to handle the one-to-one initiative as well as tablets for the family clouds
- Incentive programs for students to include work payments, scholarships, education tools such as tablets or other incentives
- Online instruction or distance learning classes to include summer courses at local universities
- Personnel costs, including salaries, benefits, and stipends for full time workers so that true sustainability can be achieved
- Professional development for instructors and administrators that includes the Master Teacher online Packages and ESC Courses
- Provision of academic support services for ASP embedded learning to include Fine Arts, Science and Math
- Provision of parent/family support activities specifically the ADC monthly workshops and family night special events
- Recruiting and advertising for program, partners, workers and results of the programs achievements
- Scholarships for college tuition, books, and associated fees as a forms of incentive upon successful completion of the program
- Services to assist students in passing the General Educational Development (GED) test connected to IHE services
- Social services for students, including: transportation (to school from home or work), child care (while the student is in school), drug and alcohol abuse counseling, and mental health services
- Student outreach and recruitment support for TRIO involvement and other special university events for Hispanic students
- Technology support for labs, teaching resources and staff data reports
- Test fees for entrance level exams such as SAT/ACT/ and Compass or THEA.
- Textbooks and other instructional materials to support the **TECHS** model but most textbooks will be e-books for tablets.
- Transportation for students to and from school from home or work as well as transporting tutors to feeder schools
- Tuition and fees paid on behalf of the student when a student is co-registered in college classes.
- Tutoring for Tier I-III students and for students that are not passing their courses

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Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year.

N/A

Schedule #18—Equitable Access and Participation

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No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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